

P1: CREATING INNOVATIVE LEARNING RESOURCES FOR THE INTERACTIVE WHITEBOARD FOR USE WITH Y1 EAL1 PUPILS

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Context

I teach in a multicultural, inner city school in Smethwick, West Midlands, where the intake of pupils is from a diverse and transient population; in September 2003 the Y1 literacy group contained 29 lower ability pupils, the majority of which were EAL pupils, who could not communicate effectively in English. Our school has an assertive discipline policy and we constantly try to raise positive self-esteem in all of our pupils.



- 72% achieved Stepping Stone 3 Foundation targets in July 2003
- 28% had only achieved Stepping Stone 2 Foundation targets in July 2003
- 62% had reached Step 1 of the extended literacy targets for EAL Pupils
- 35% had reached Step 2 of the extended literacy targets for EAL Pupils
- 10% have English as their first language
- 17% had entered the country within the last year with no English
- 2 children were diagnosed autistic

What did I want to achieve?

- Improved language acquisition
- Reduced 'tail' of SEN pupils throughout the school, by early intervention
- Deeper understanding of teaching and learning styles for EAL pupils
- Innovative ways to use the interactive whiteboard
- Resources designed to stimulate as many different learning styles as possible.

How did I use the interactive whiteboard?

In every aspect of my teaching I took every opportunity to:

- Use simplified basic English to reach all pupils
- Encourage correct repetition of new vocabulary/phrases/sentences
- Upgrade pupils' language structures from two/three word utterances to correct, grammatical sentences or from simple to more complex sentences
- Use the interactive whiteboard Notebook to share lesson objectives and discuss exactly what was required of the pupils and making their learning explicit in plenaries
- Use an initial brain storming of ideas/known concepts to provide an explicit structure of previous knowledge and/or to address prior misconceptions

¹ EAL: English as an Additional Language. These pupils speak a language other than English at home.

- Use interactive whiteboard Notebook as a framework for lessons [single/week] to provide an overview of learning and to map new learning
- Demonstrate objects, concepts or ideas within the realms of the pupils' own experiences [our pupils have very limited life experiences]
- Introduce new experiences /concepts by providing visual stimuli/photographs/video clips
- Show objects by using photographs wherever possible, naming them correctly and encouraging grammatical discussions about them
- Annotate the lesson framework with pupil comments /pictures/scribed notes
- Save and use the saved interactive whiteboard Notebook as an introduction/ recall device in later lessons
- Address different personality styles by the way interaction with the interactive whiteboard took place
- Address different learning styles [Gardner's Multiple Intelligences] by targeting preferred learning styles in physical/visual/aural/collaborative/independent tasks.

Impact

Monitoring of change in practice was done by reflective discussions and lesson evaluations with the Nursery Nurse who worked alongside me and with my year partner, a fellow researcher.

The children were stimulated:

- Within the lessons, by the multi-sensory use of the interactive whiteboard
- In their desire to learn; asking for more, bringing back more homework, raised attendance
- By what they have achieved, self-esteem has improved.

Evidence for achievement is based on the following statistics:

- 92% of the target group have made measurable progress based on EYP data in language and communication overall
- 100% of the target group have now reached level 1 [National Average] in speaking & listening.

Having taught for nine years prior to using an interactive whiteboard, I had developed my own teaching style which in part was due to Initial Teacher Training, instinct for what works, and mainly through experience, trial and error of working with EAL pupils. The literature research gave me the theory of why my teaching style worked and helped me to rationalise how best I could create learning resources using the interactive whiteboard for my pupils to provide optimal learning.

Further Research

- Further research on teaching & learning with EAL pupils
- Impact of sharing findings within my own school and cluster of schools
- Encourage research in other curriculum areas /aspects of teaching within school
- Encourage the creation & implementation of new interactive learning resources within school/cluster.

Please also see:

- **Innovative Use of the Interactive Whiteboard with Y1 EAL Pupils in Literacy**
- **Innovative Use of the Interactive Whiteboard with Y1 EAL Pupils in Numeracy.**